

Academic Language in School Contexts



Breakout Session

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Academic Language & Literacy in Every Subject (ALLIES)

sites.google.com/site/allies2013resources/



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Academic Language & Literacy in Every Subject



**Develop ideas for
fostering
interaction skills**



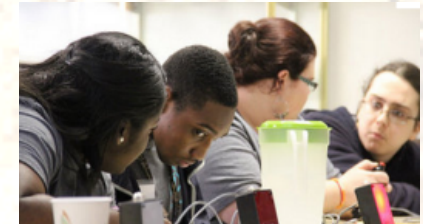
**Develop ways
to fortify
output**

Objectives

**Develop use of
complex texts to
build language**



**Develop
language
objectives**



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Review: WIDA Features of Academic Language



Discourse

Amount of speech/written text
Structure of speech/written text
Density of speech/written text
Organization and cohesion of ideas (thinking)
Variety of sentence types



Sentence

Types and variety of grammatical structures
Conventions, mechanics, and fluency
Match of language forms to purpose/
perspective



Word/Phrase

General, specific, and technical language
Multiple meanings of words and phrases
Formulaic and idiomatic expressions; collocations
Nuances and shades of meaning

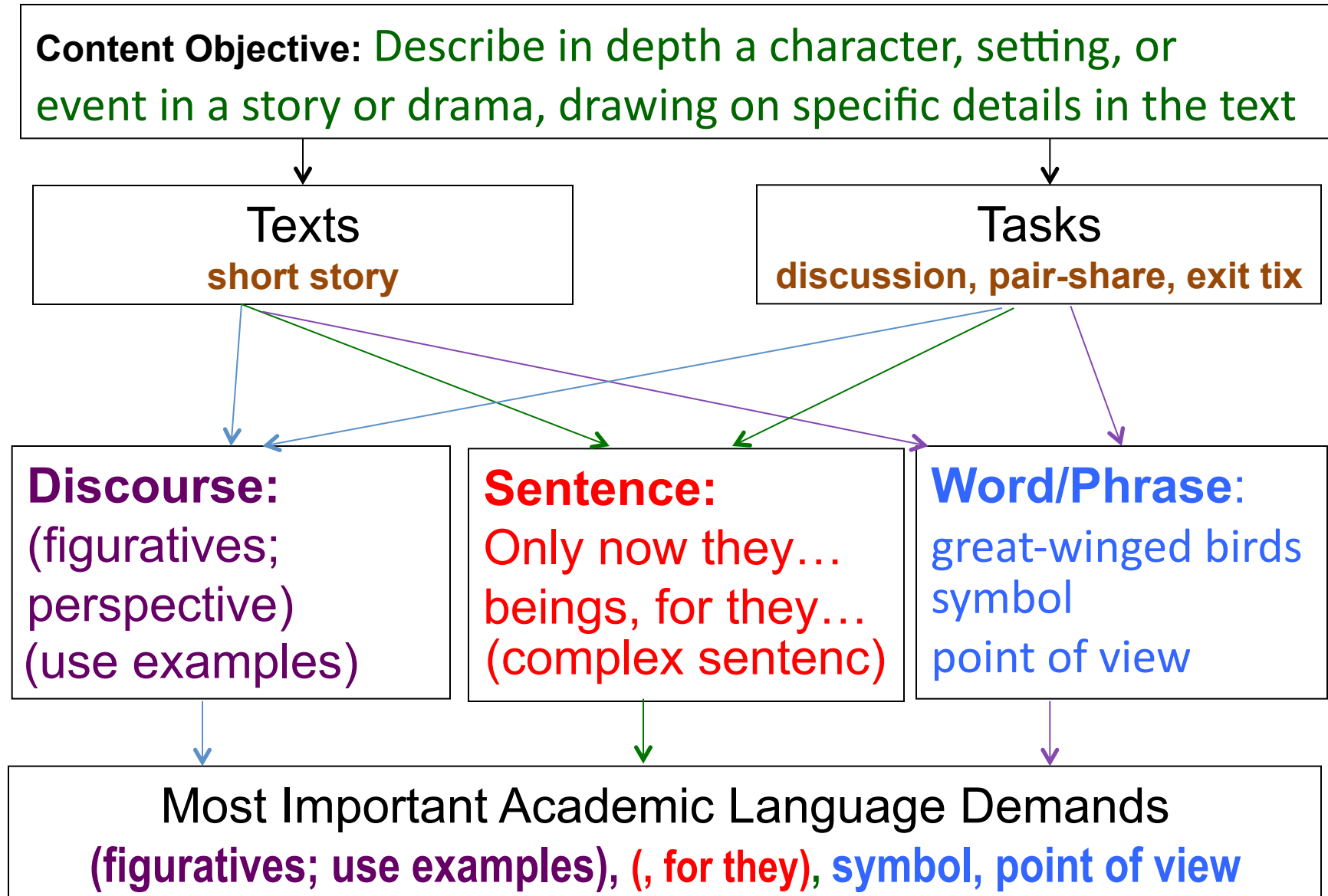
Identify Academic Language (3 levels)

Excerpt from *The Encounter* (by Jane Yolen)

Content Objective: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Our chief said, "We must see if they are true men." So I took one by the hand and pinched it. The hand felt like flesh and blood, but the skin was moon to my sun.

Identifying the Most Important Language Demands in a Lesson



Create Language Objectives from Demands

Students will be able to (skill or function)
using (specific language)
in a (type of activity).

Students will be able to: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

using (figurative, for example), complex sentence with (---, for...), and (symbol, point of view, in his eyes)

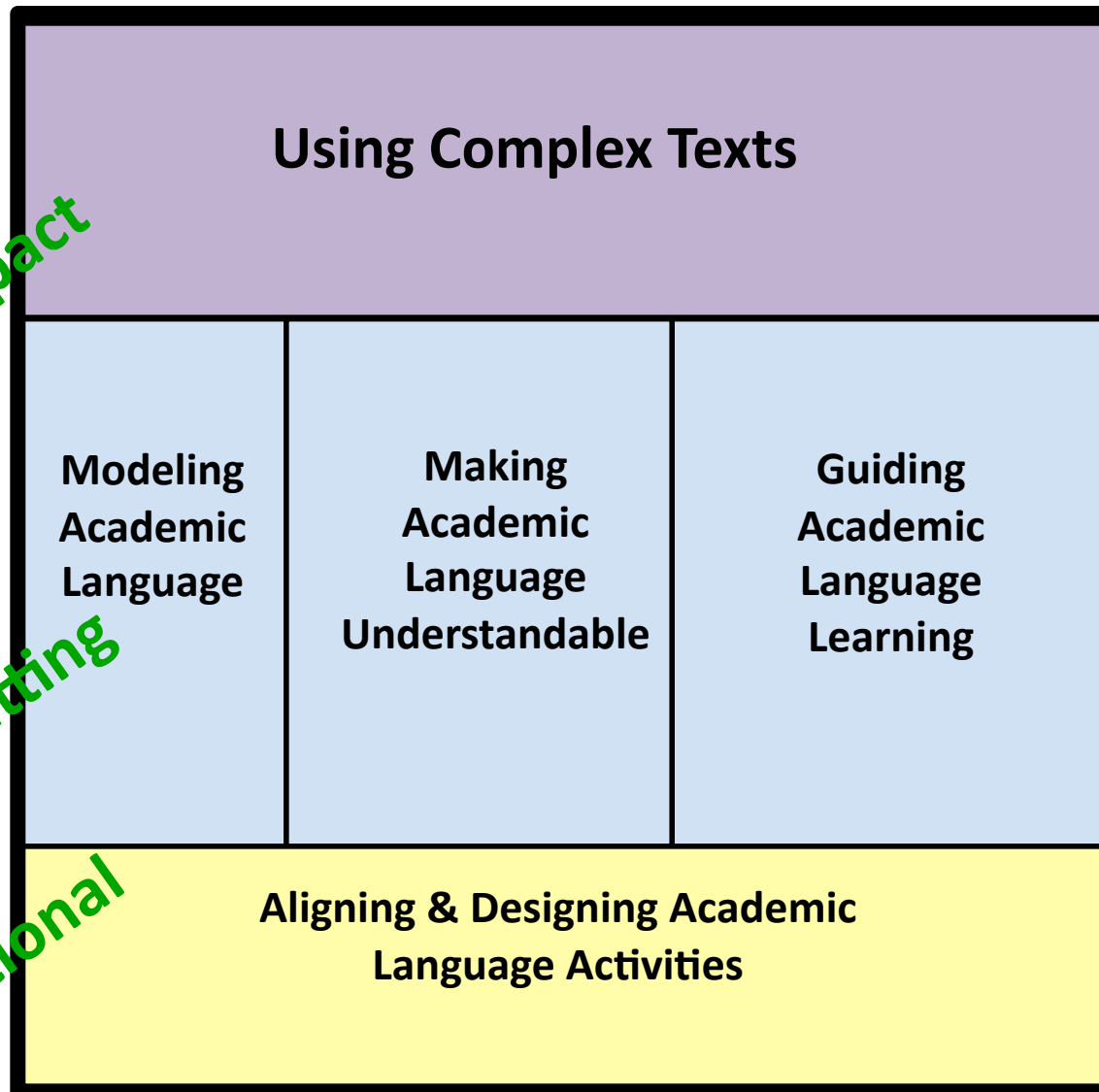
in a discussion with a partner, on a graphic organizer, and on an exit ticket.

Core Practice Frame

High Impact

Cross-cutting

Foundational



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Building Comprehension: “Close” Reading

The Great Depression

The crash of the stock market on October 29, 1929

A close reading question:

- Uncovers key details, concepts, arguments, or evidence in the text.
- Prompts students analyze how sentences relate to one another.
- Prompts students to consider why the author chose to use certain paragraphs, sentences, phrases, or words.
- Prompts students to infer unclear or uncertain parts of the text.

1. Why was farming no longer worthwhile?
2. Why does the author use several short sentences in paragraph 2?
3. Why does the author use the term *underlying*?
4. Do you think the author is trying to teach us any lessons in the second sentence?

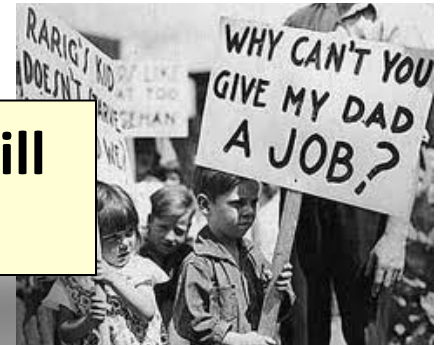


Using Complex Text to Develop Disciplinary Discourse:

Defining the Depression

1. What type of text is this?
How is it organized?
What usually happens in this type of text?

2. What questions will this text answer?



3. What is the author's purpose for my reading?
Teacher's?

5. How can I organize and remember the information?

4. What thinking will I need to do?
What language describes it?

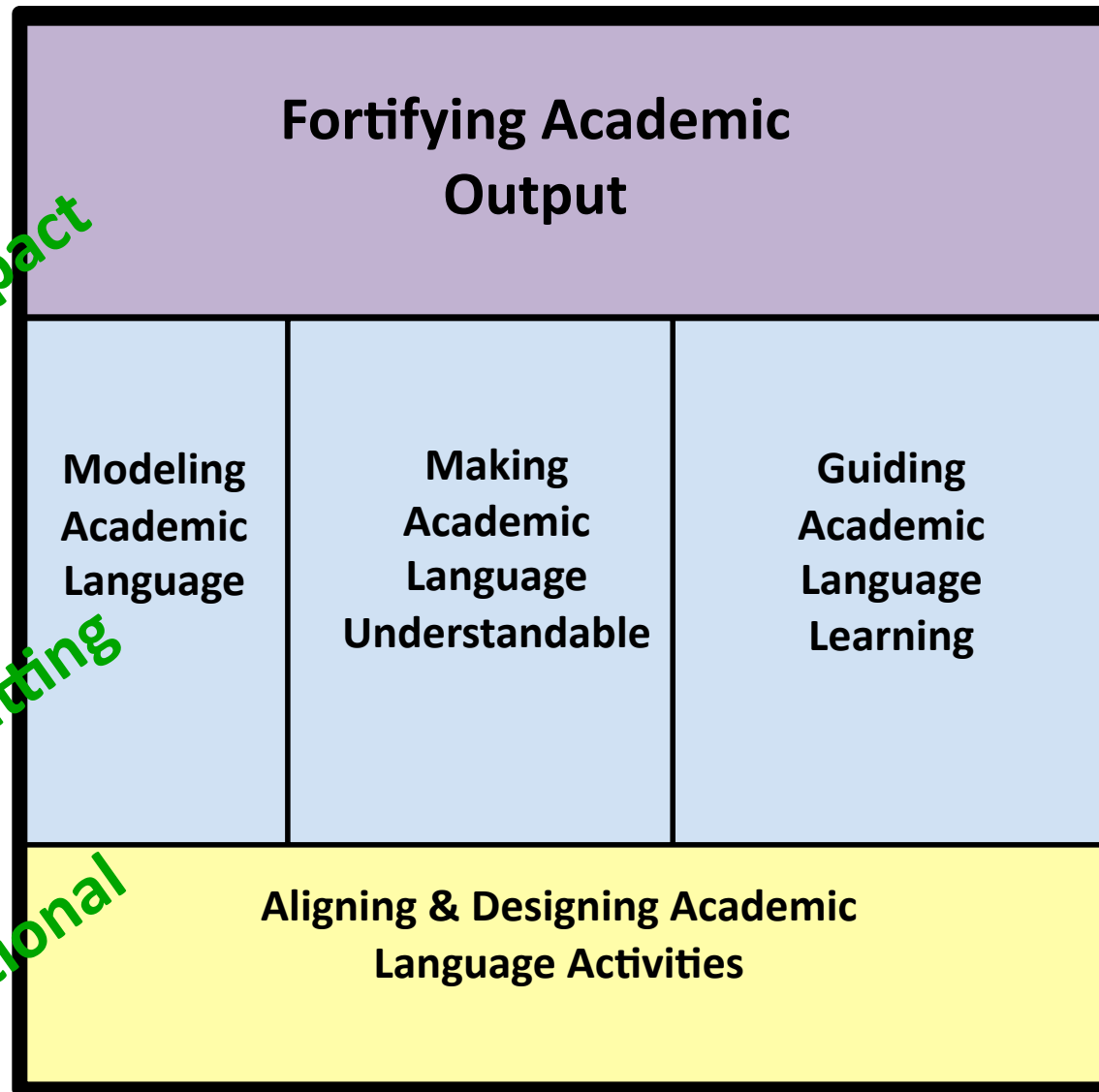
the stock market of the era known as the Great Depression included an unequal distribution of wealth, risky speculation of the stock market by unscrupulous investors, and credit for purchases. In the 1920s, many people were out of work, and the market lost all of their money. Factories closed, and people stood in lines to get free food. In the years leading up to the Depression, farmers had been plowing the same land for a long time, lasting eight years combined with over-cultivation to create soil that was very difficult to grow anything, and many lost their farms. During the Depression, and surpluses, the prices for wheat became so low that farmers lost their money. What was happening? What had become of the carefree decade? The Depression was going to change the way we thought about money, quality, and economic growth. The Depression is a period of economic hardship in American history, characterized by rising levels of unemployment.

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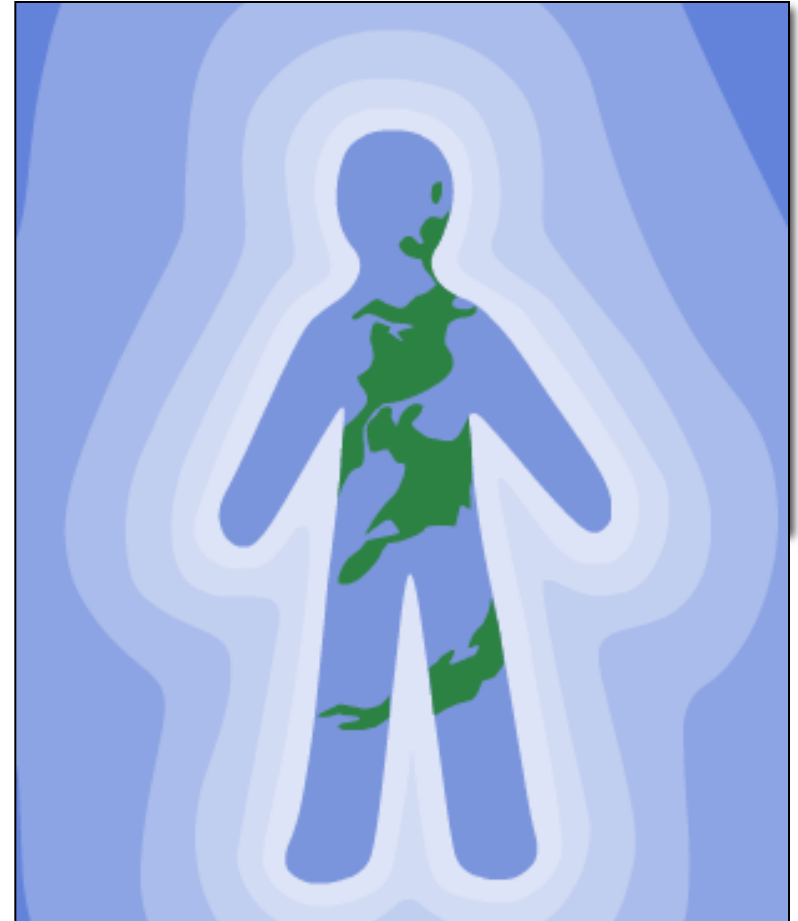
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Structured Interaction: Quotation Café

1. Choose key quotations from the text and put them on strips.
2. Tell students the title and have them read their own quotation.
(They can memorize it, too)
3. Students meet with students who have different quotations, read quotes to each other, and both predict what the text will be about.
(They can also ask questions.)
4. They can use frames such as:

“I predict that the text will be about _____ because _____”

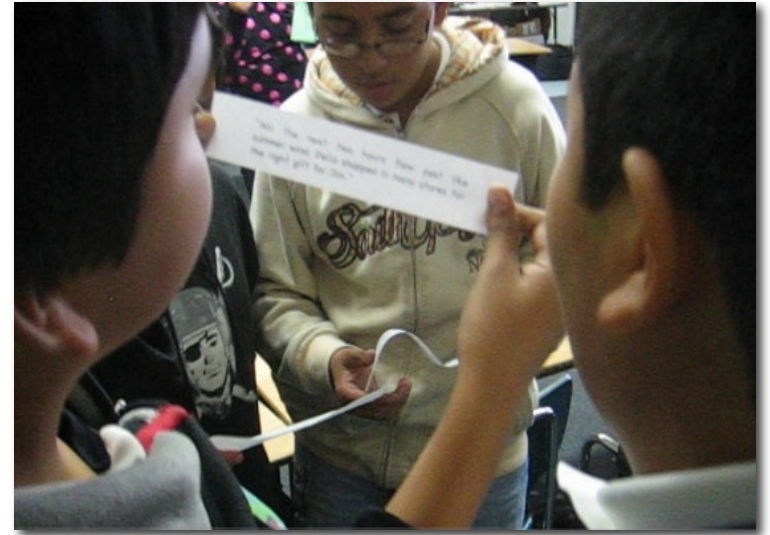
“Given the clues I have heard so far, such as _____, I think the text will _____”



Title: The Human Body as an Ecosystem

Variation: Opinion Formation Cards

1. Choose points on different sides of a controversial issue and put them on small cards or strips.
2. Tell students the topic and have them read their own point.
(They can memorize it, too)
3. Students meet with students who have different points (different colors), read points to each other, and both state their current opinion on the issue. .
(They can also ask questions and prompt for elaboration.)
4. They can use frames such as:



“In my opinion, _____ because _____”

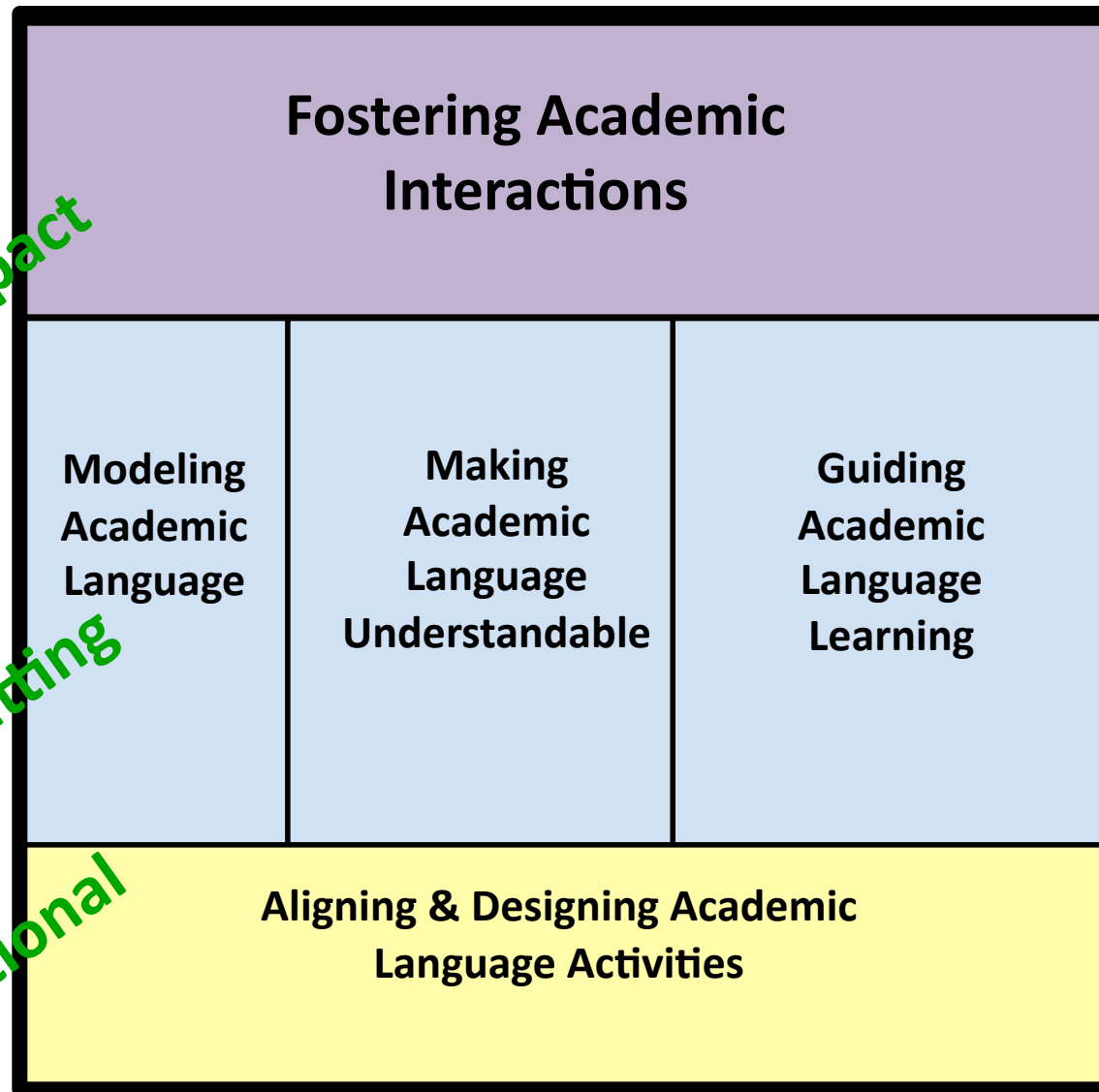
**“Given the points that I have heard so far, such as _____, I think
lean more to the side of _____ because _____.”**

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Challenging an Idea: InfoGap-Negotiation Cards

A The main theme of *To Kill a Mockingbird* was “People are essentially good at heart”:

B The main theme of *To Kill a Mockingbird* was “People are essentially evil at heart”:

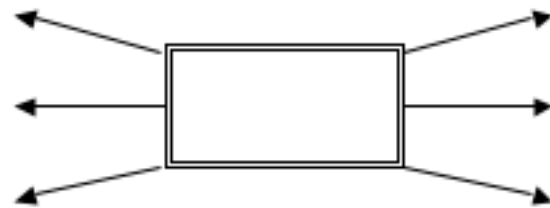
1. Teacher previews key vocabulary on cards & goes over sentence starters.
2. Students read and try to memorize points on the cards.
3. A and B pairs converse (friendly debate) the issue and come to a conclusion. They can look at the cards, if needed.



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Academic Conversation Placemat

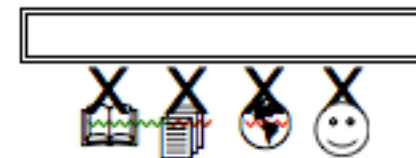


Prompt starters:

Can you elaborate on...?
What does that mean?
What do you mean by...?
Can you clarify the part about...?
Tell me more about...
How is that important? How does it support your point that...
I understand the part about..., but I want to know...
Can you be more specific?

Response starters:

I think it means...
In other words,
More specifically, it is ...
because...
Let's see, an analogy might be...
It is important because...



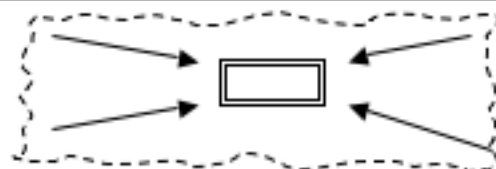
Prompt starters:

- Can you give an example from the text?
- What is a real world example?
- Can you think of examples from other texts?
- How does the example support the theme?
- Why is this theme important for people back then, today, and future?
- How can this theme apply to your life (past, present, future)?

Response starters:

For example,
In the text it said that...
Remember in the other story we read that...
An example from my life is
One case that illustrates this is...

**Key question,
idea, theme, topic**



Prompt starters:

Is that clear?
Can I hear what you heard?
Does that make sense?
Do you know what I mean?
What do you think?
I'm not sure of all that I said.

Response starters:

Let me see if I heard you right...
To paraphrase what you just said, you...
In other words, you are saying that...
What I understood was...
It sounds like you think that...



Prompt starters:

How can we add to this idea
What other ideas or examples relate to this idea?
How can we use this idea?
Do you agree?
What contradicts this? What are other points of view?

Response starters:

I would add that...
Building on your idea that..., I think...
That idea connects to...
I see it a different way, On the other hand, ...
Let's stay focused on the idea of.... Let's get back to the idea of...
That makes me think of...



Prompt starters:

How can we summarize what we discussed?
What have we discussed?
How can we bring these ideas together?
What is the main point we want to communicate after discussing this?
What is our conclusion?

Response starters:

We can say that...
It boils down to...
We can agree that...
Even though some might think that..., we conclude that...

Ideas for generating conversation topics/prompts:

Persuade/decide, Apply, Right or Wrong?
Bias Causes/Effects, Compare
Describe thru analogy, Hypothesize

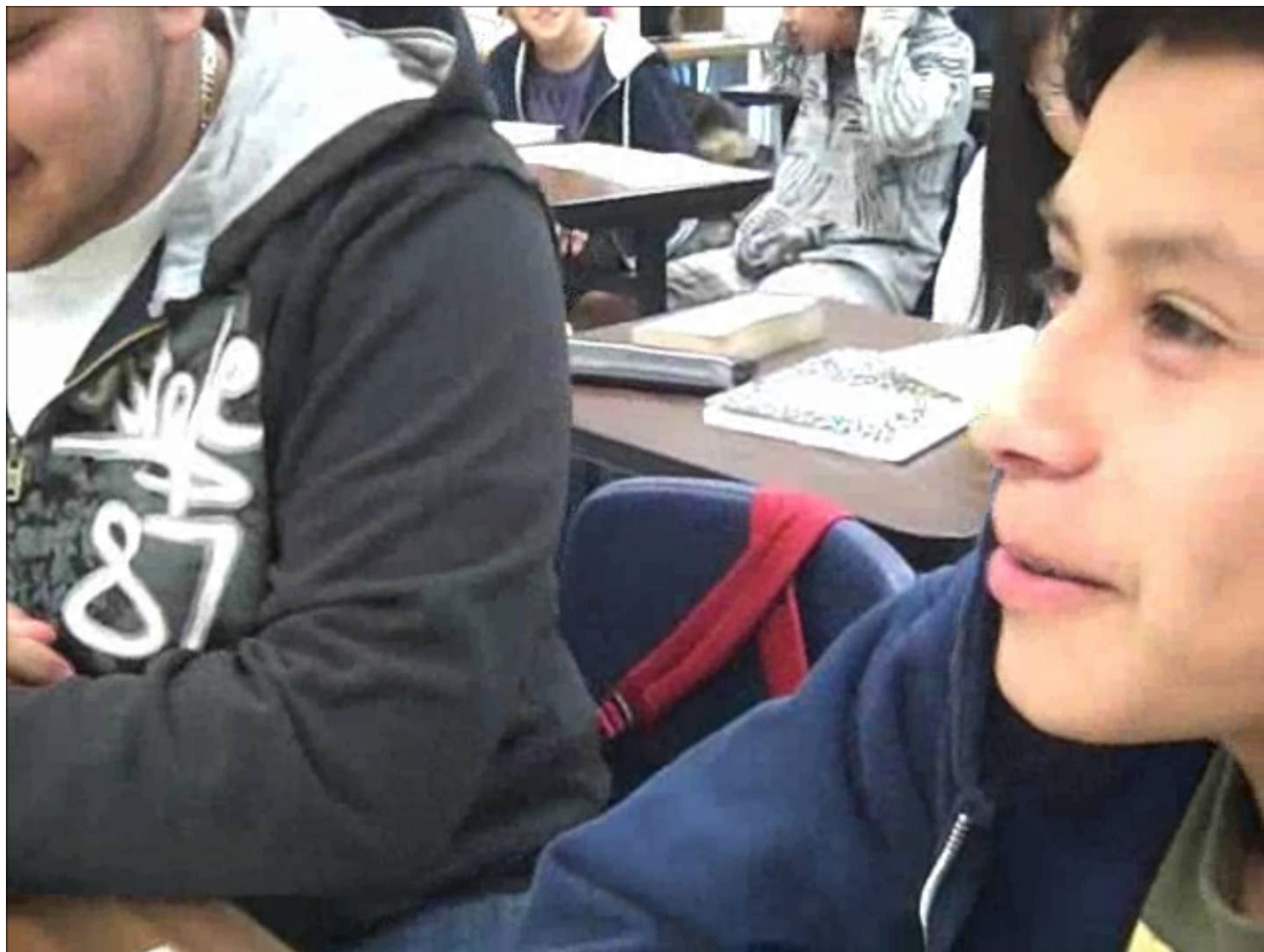
Ideas for generating conversation topics/prompts:

Take Perspectives, Interpret themes
Evaluate/critique, Solve problem
Synthesize, Create/design

Support with Examples - 9th ELD/ELA



Support with Examples - 9th ELD/ELA



Using Standards to Shape Interaction Activities

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text evidence

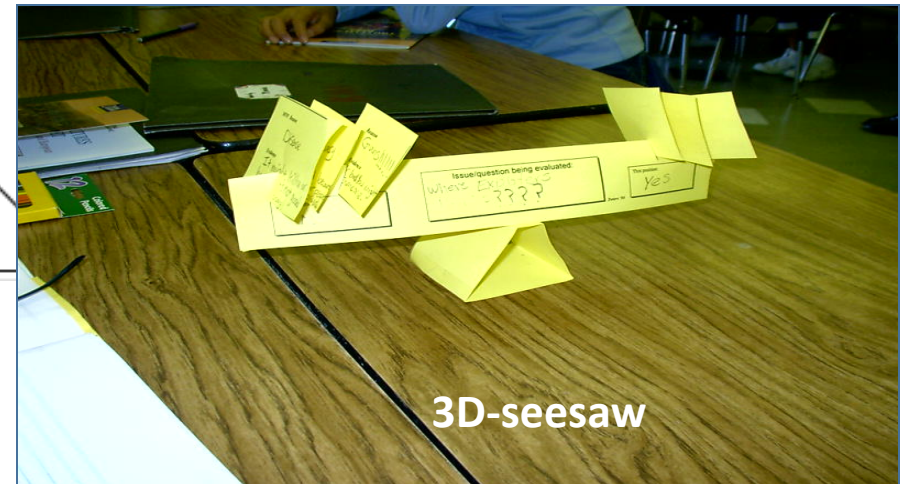
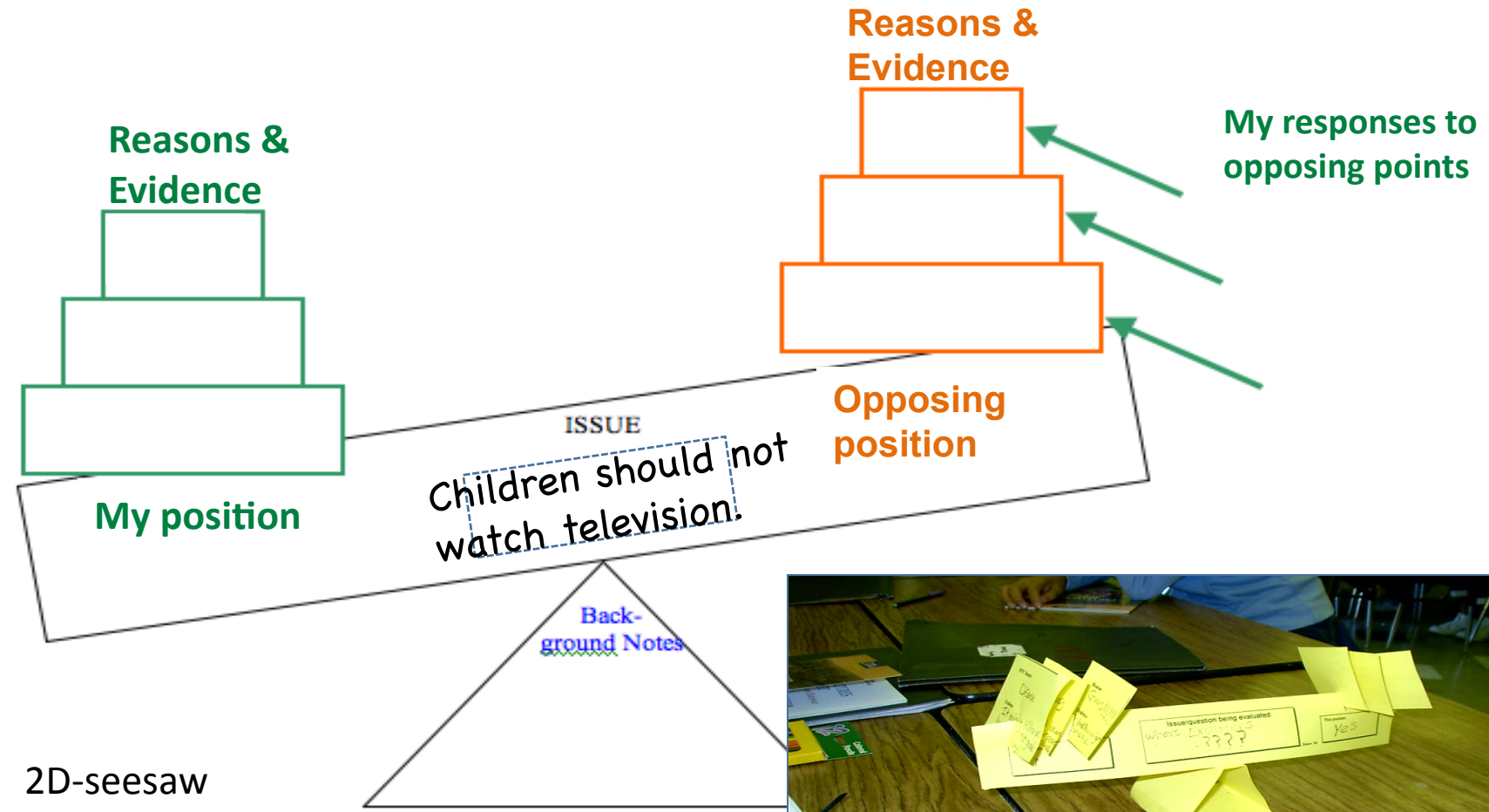
CONNECTION: *Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5):* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students participate in teacher-guided or media-based read-alouds and relate character traits quoted from the oral text with a partner.

COGNITIVE FUNCTION: Students at all levels of English language proficiency **ANALYZE** information about characters in oral text.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice	Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Identify character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Make predictions from character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Infer character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	
<p>TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency should be able to identify and use evidence, direct quotations</p>						

Supporting & Challenging Ideas: Persuasion Seesaw Visual



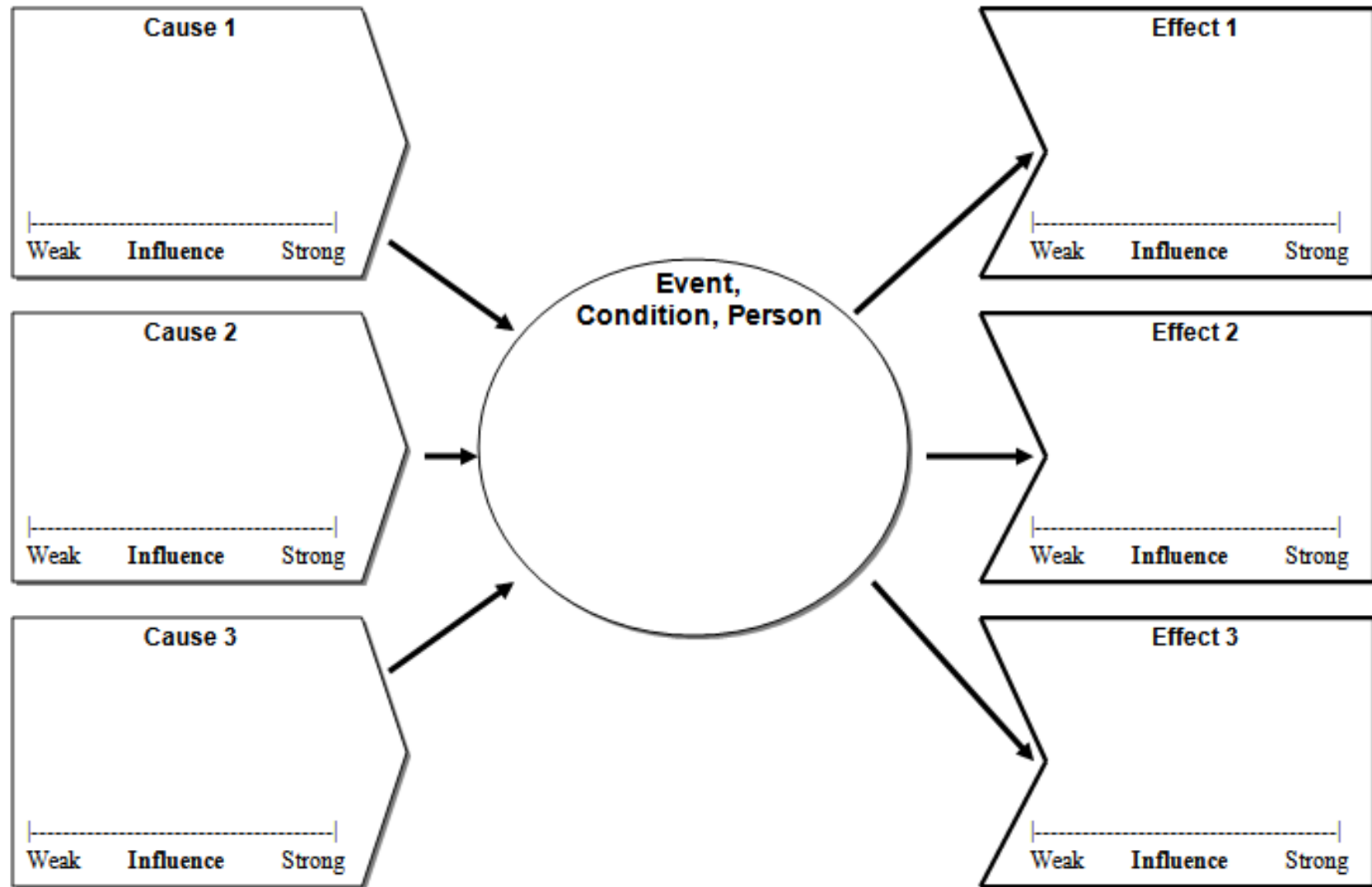
<http://www.middleschooldebate.com>



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Elaborating: *Cause-Effect Diagram*



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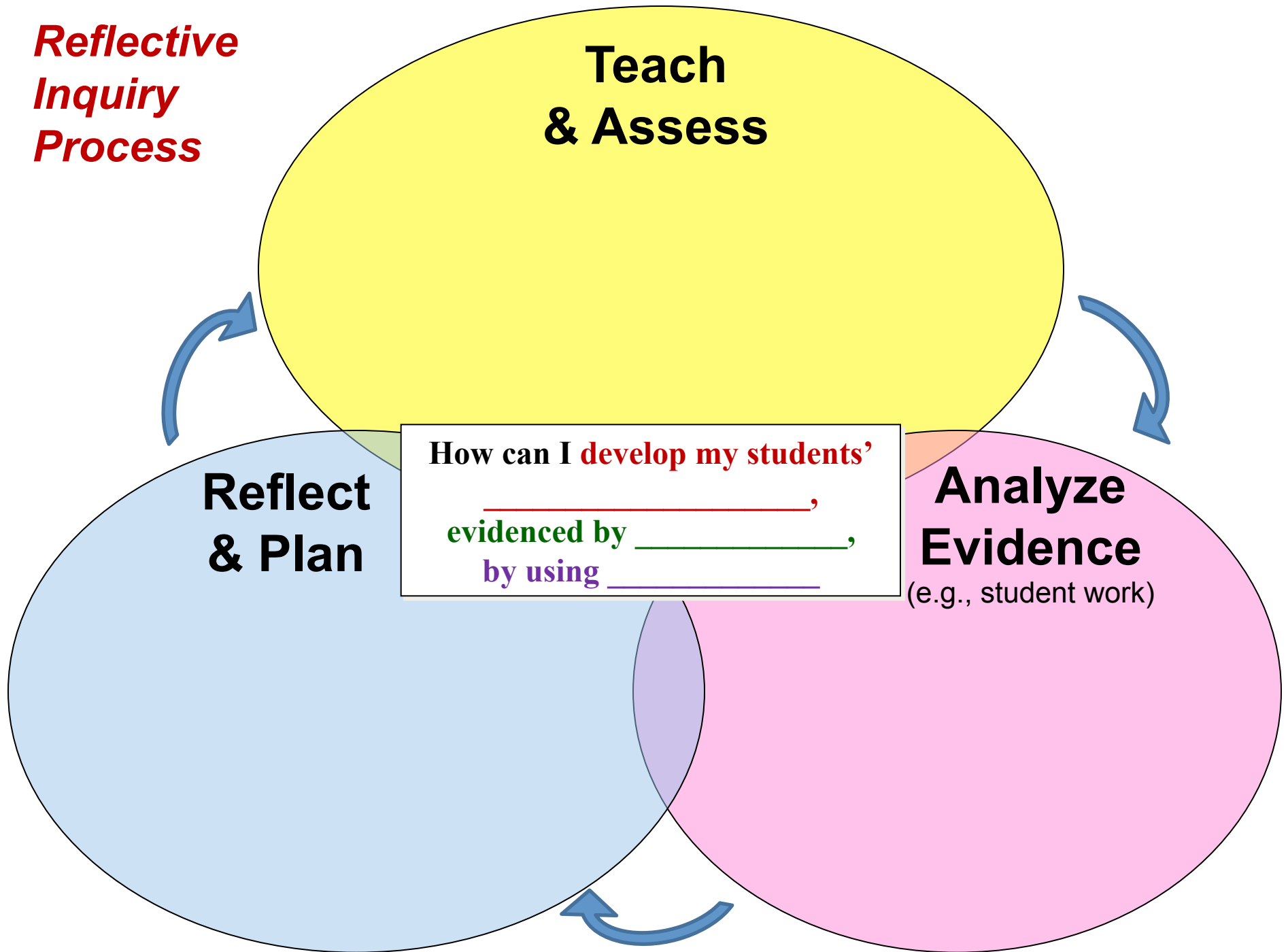
***Reflective
Inquiry
Process***

**Teach
& Assess**

**Reflect
& Plan**

How can I **develop my students'**
_____,
evidenced by _____,
by using _____

**Analyze
Evidence**
(e.g., student work)

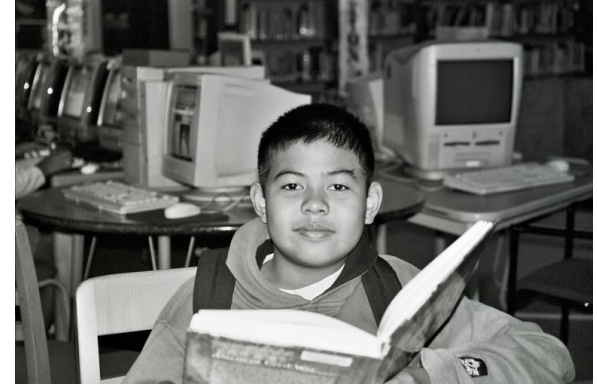


Recap

1.

2.

3.



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These are not enough

to develop deep and enduring academic language and interactions skills.

(Why?)

- Output (writing, oral presentations)
- Pair-shares
- Group & whole class discussions
- Sentence starters and frames
- Visuals, active learning, hands-on activities
- Popular assessment practices (written, MC)
- Emphasis on vocabulary instruction
- Waiting for higher proficiency

Activities for developing AC skills

PARAPHRASE: Interview Grids & Webs

Name	Compare bird and insect adaptations	Explain how crocodiles have adapted	Argue why dinosaurs became extinct
<i>Silvia</i>	Birds and insects can escape by flying	Fast in water; sharp teeth	Meteor started an ice age
<i>David</i>	Some bugs smell bad; others can sting you	They eat everything; camouflage	Smoking
<u><i>Safiye</i></u>		Very tough skin, they look like logs	They got diseases and ran out of food



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ELABORATING & CLARIFYING: Opinion Continuum

Corn for fuel

Corn for food

Alex
X

Karim
X

Lara
X

Use table to solve

Use graph to solve

Sara
X

Lea
X

Theo
X



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